

Tefl in the Secondary Schools an Update

James R. Bowers

Tefl in the Secondary Schools an Update*

James R. Bowers
Associate Professor
School of Commerce

In 1980-1981 with funds provided by the Institute of Cultural Sciences of Meiji University I conducted a nationwide survey of English teaching methodology in public and private junior and senior high schools in all forty-seven prefectures in Japan. The results of that survey are reported in Bowers [1981]. A number of interesting conclusions concerning the use of audio-visual aids and differences in the degree of use of translation and aural-oral methods between junior high schools teachers and high school teachers were revealed by that survey, but as the survey was one conducted by mail, reasons behind such findings were at that time at best speculation on my part. Since that time I have also compared the results of my survey with other more limited surveys by Kumabe [1976] and Suzuki [1978]. These comparisons with my recent survey also revealed some interesting shifts in the use of audio-visual aids and in teaching methods which I should like to report on in this paper.

I have also since that earlier survey been continuing my research in other ways in order to gain first hand knowledge of both what Japanese English teachers at the secondary level are actually doing in the classroom when they teach English and, perhaps more importantly, why they do or don't use certain methods or audio-visual, instructional aids. I have been able to conduct this subsequent research by means of visits to local schools to observe actual classes in session, interviews with secondary school teachers and through self reports by the teachers themselves on what they do they do in class and why they do or do not use certain methods and teaching aids.

In the former area I have again been greatly helped by the Institute of Cultural Sciences with funding in 1982 which allowed me to visit schools in Nagasaki, Wakayama, Akita and Hokkaido as well as more accessible schools in Tokyo, Saitama, Kanagawa and Ibaraki prefectures. In the future should other funding be available I should like to continue my research in other prefectures and regions as well to provide as balanced a view as possible of secondary level English education.

In the latter area, I have been fortunate since the fall of 1981 to serve as an instructor in the intensive Institute for Education Leadership in English Teaching conducted by the Secondary Education Bureau of the Ministry of Education at the National Education Center's Tsukuba Annex in the Tsukuba Academic and Research Township in Ibaraki Prefecture. This institute which is conducted four times yearly (twice for junior high and twice for senior high) is an intensive month long retraining course for senior teachers and curriculum consultants attached to municipal

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and prefectural boards of education. During the institute participants are required to use only English and to take lectures and participate in workshops conducted only in English by some of Japan's leading researchers and practitioners in English language education and language teaching pedagogy. The participants in each institute are drawn at the rate of approximately two each from all forty-seven prefectures for a total of nearly ninety in each institute. All participants are required to submit four materials at the time of arrival. These materials include an essay on the problems they face in teaching and samples of actual lesson plans and tests. I have been fortunate in obtaining copies of all these materials since the establishment of the institute. I have also been able to conduct interviews with the participants and to ask them to complete questionnaires relevant to questions raised by my 1980-81 survey.

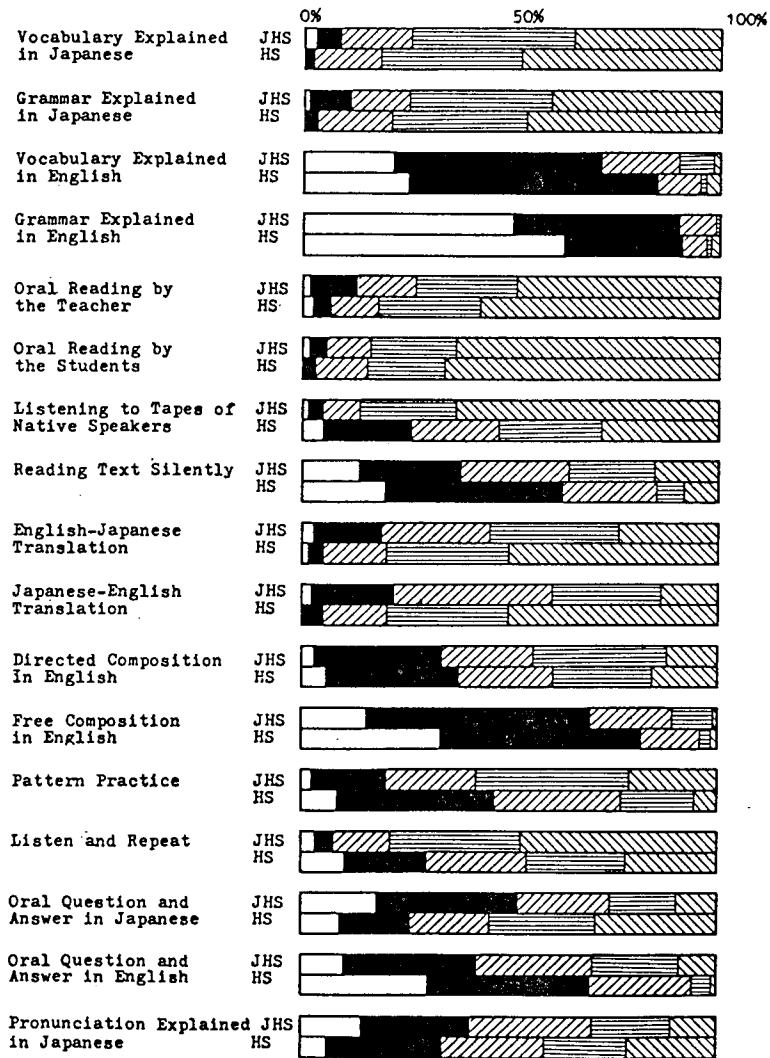
Teaching Methodology

Let us turn to the question of what teaching methods are employed in the English classroom at the secondary level. Chart XXI and table 3 summarize the results of my 1980-81 survey. Table 6 summarizes the results of the 1975 survey conducted by the IRLT (Institute for Research on Language Teaching).

Establishing correspondences between the data in the 1975 IRLT survey and my 1980-81 survey is very difficult and therefore these comparisons must be considered very skeptically. First, the 1975 data was listed for each school year. The results listed in table 6 are the averages for the three years and have been rounded off. Secondly, the 1975 survey simply indicates whether or not teachers use the technique. No frequencies are indicated. On the other hand, my questionnaire asked the teachers to indicate how frequently they used each technique. Thirdly, there is some doubt as to the extent to which categories are congruent. Pattern practice, listening to tapes, and silent reading were worded the same way on my questionnaire and in the IRLT summary and thus there is probably good correspondence. Oral introduction seems to roughly correspond to oral reading by the teacher and this is the category I have chosen for comparison. Choral repetition I did not ask about. English-Japanese translation seems rather similar, but the IRLT reports asked if the teachers translated the whole text and I merely asked if they used English-Japanese translation. Reading for the central idea I did not ask about. Answering questions in English presented a great problem as the IRLT summary does not indicate whether this means oral questions or written questions. I will present data for both areas. Oral memorization is phrased differently for the two surveys and may not exactly correspond. Several of my questions imply giving homework, but I did not specifically ask about this area. Finally, since the IRLT survey did not ask about frequency, I have arbitrarily averaged the categories for often, usually and always from my survey for the purpose of making a measure of comparison.

Keeping the above reservations in mind, let us now make a comparison of the results of the two surveys. First, let us look at the use of oral introduction. The IRLT figures are 52% for junior highs and a mere 18% for high schools. Assuming that my category of oral reading by the teacher is partly equivalent, the figures I obtained are 87.3% and 93.3%. These figures are so different from the previous ones as to cast strong doubt on whether they are summarizing the same data. However, if there is even a partial correspondence, then there has been a dramatic

CHART XXI Frequency With Which Teaching Methods Are Used



increase in the use of this technique, especially at the high school level.

The IRLT survey figures for pattern practice are 76% for junior high schools and 19% for high schools. My figures are 79.3% and 53.8% respectively. This would indicate stability in the case of the junior high schools but a dramatic increase in the use of this technique in the case of the high schools.

For the category of listening to tapes the 1975 survey gives percentages of 76% for the junior high school level and 56% for the high school level. On my survey 95.3% of the junior high school teachers said they used this method often or more frequently and 73.6% of the high school teachers responded in a similar fashion. These figures would indicate a very significant increase in the use of this technique since the previous survey.

CHART XXI Continued

A Survey of Japanese Junior and Senior High School English Teaching Methodology

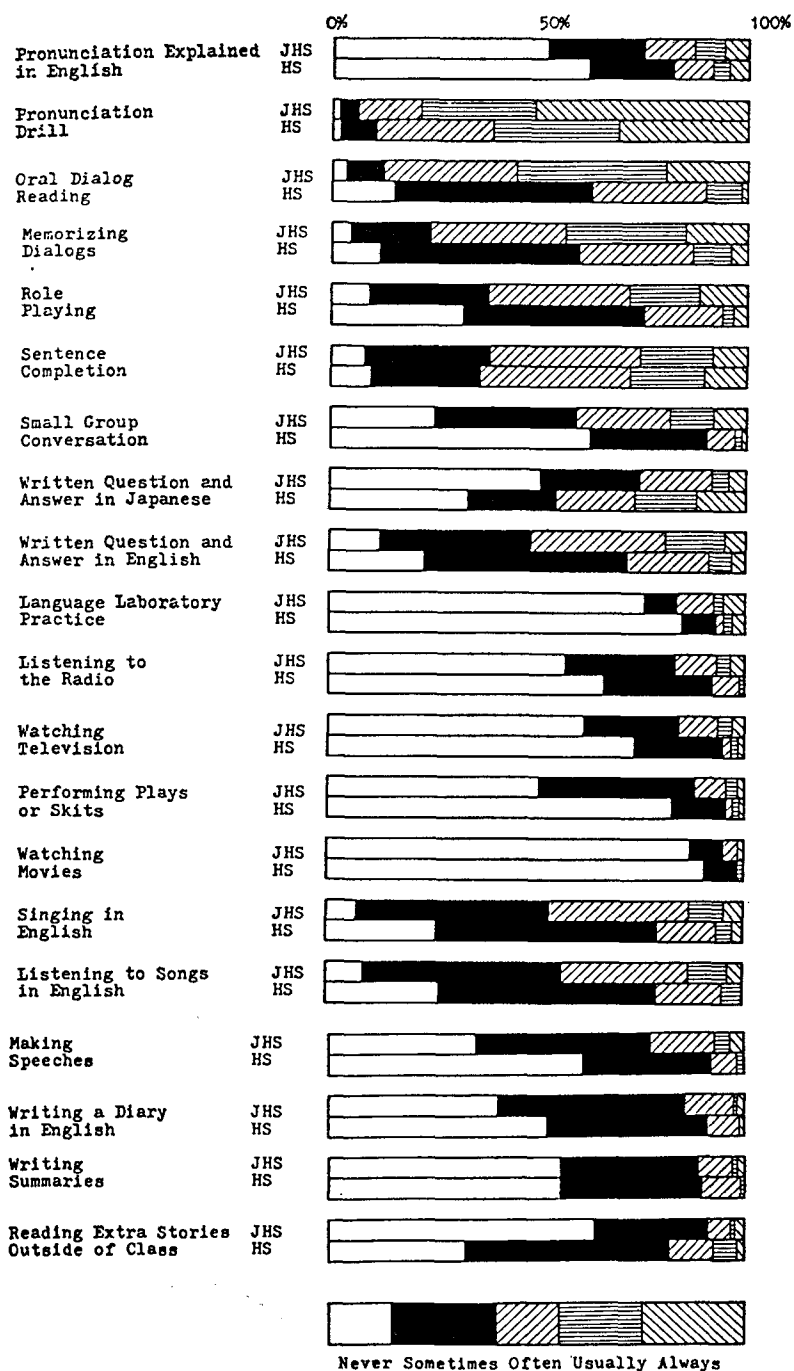


Table 3 Frequency With Which Teaching Methods Are Used

METHOD \ FREQUENCY	JUNIOR HIGH SCHOOL					HIGH SCHOOL				
	1	2	3	4	5	1	2	3	4	5
Vocabulary in Japanese	0	6.0	17.3	39.3	35.3	0	1.9	16.0	34.0	48.1
Grammar in Japanese	0.7	10.0	14.0	34.0	41.3	0	2.9	12.5	32.7	51.9
Vocabulary in English	21.3	50.7	18.0	8.7	1.3	24.8	60.0	10.5	1.0	2.8
Grammar in English	50.0	40.0	8.7	1.3	0	62.9	28.6	5.7	1.0	1.9
Oral Reading by Teacher	1.3	11.3	14.0	24.0	49.3	1.9	4.7	11.3	24.5	57.5
Oral Reading by Students	1.3	4.0	10.7	20.7	63.3	0	2.8	12.3	18.9	66.0
Listening to Tapes	0.7	4.0	8.7	23.3	63.3	4.7	21.7	20.8	24.5	28.3
Silent Reading	13.3	24.7	26.0	20.7	15.3	19.8	42.5	22.6	6.6	8.5
English-Japanese Translation	2.7	16.7	26.0	30.7	24.0	0.9	3.8	15.1	29.2	50.9
Japanese-English Translation	2.0	20.0	38.0	26.0	14.0	2.8	22.6	20.8	22.6	31.1
Directed Composition	2.7	30.7	22.0	32.0	12.7	5.7	32.1	22.6	23.6	16.0
Free Composition	15.3	54.7	19.3	10.0	0.7	33.0	48.1	14.2	2.8	1.9
Pattern Practice	2.7	18.0	21.3	36.7	21.3	8.5	37.7	30.2	17.9	5.7
Listen & Repeat	3.3	4.0	14.0	31.3	47.3	10.4	29.8	23.6	23.6	22.6
Oral Q & A Japanese	18.0	34.0	22.0	16.0	10.0	9.4	17.0	18.9	25.5	29.2
Oral Q & A English	10.0	32.0	28.0	20.7	9.3	30.2	38.7	24.5	4.7	1.9
Explain Pronunciation in Japanese	14.0	26.0	39.3	18.7	12.0	5.7	27.4	24.5	19.8	22.6
Explain Pronunciation in English	51.3	23.3	12.0	7.3	6.0	61.3	20.8	9.4	3.8	4.7
Pronunciation Drill	0.7	4.7	14.7	27.3	52.7	0.9	8.5	28.3	30.2	32.1
Oral Dialog Reading	2.7	9.3	32.0	36.0	20.0	14.2	48.1	27.4	8.5	1.9
Memorize Dialog	4.0	19.3	32.7	29.3	14.7	11.3	48.1	27.4	9.4	3.8
Role Playing	8.7	28.7	34.0	17.3	11.3	31.1	44.3	18.9	2.8	2.8
Sentence Completion	7.3	30.7	36.0	18.0	8.0	9.4	26.4	36.8	17.9	9.4
Small Group Conversation	24.7	39.3	22.7	10.7	2.7	62.3	28.3	6.6	1.9	0.9
Written Q & A in Japanese	50.7	24.0	17.3	4.0	4.0	33.0	21.7	18.9	15.1	11.3
Written Q & A in English	12.0	36.7	32.7	14.7	4.0	22.6	49.1	19.8	5.7	2.8
L.L. Practice	76.0	8.0	8.7	2.0	5.3	84.9	8.5	1.9	1.9	2.8
Listen to Radio	56.7	26.7	10.0	3.3	3.3	66.0	26.4	6.6	0.9	0
Watch T.V.	61.3	23.3	9.3	3.3	2.7	73.6	21.7	1.9	1.9	0.9
Watch Movies	87.3	8.0	3.3	0	1.3	90.6	8.5	0.9	0	0
Play/Skits	50.7	38.0	7.3	2.7	1.3	83.0	13.2	1.9	1.9	0
Singing In English	6.7	47.3	33.3	8.7	4.0	26.4	53.8	14.2	3.8	1.9
Listening to Songs	8.7	48.0	30.7	9.3	3.3	26.4	52.8	16.0	4.7	0
Making Speeches	36.0	42.0	15.3	3.3	3.3	60.4	31.1	5.7	1.9	0.9
Writin g a Diary	40.0	45.3	12.0	0.7	2.0	51.9	38.7	7.5	0	1.9
Writing Summaries	55.3	33.3	8.0	1.3	2.0	54.7	34.9	9.4	0.9	0
Read Extra Stories	64.0	26.7	5.3	0.7	3.3	32.1	49.1	10.4	5.7	2.8

1=NEVER 2=SOMETIMES 3=OFTEN 4=USUALLY 5=ALWAYS

I did not ask about choral repetition on my survey, but the figures for the use of group repetition for pronunciation practice may provide a rough guide. The IRLT statistics for this area are 81% for junior highs and 60% for high schools. My results are 94.7% and 90.6% respectively. If there is a correspondence here, then this would also represent a dramatic increase for

Table 6 1975 Survey of Frequency of Method Use*

Method	Junior High School	High School
Oral Introduction	52%	18%
Pattern Practice	76%	19%
Listening to Tapes	76%	56%
Choral Repetition	81%	60%
Silent Reading	36%	25%
English-Japanese Translation	50%	51%
Reading for the Central Idea	50%	40%
Answering Questions in English	72%	42%
Oral Memorization	65%	44%
Giving Homework	82%	48%

*Translated from Kumabe 1976.

the use of this technique at the high school level.

The use of silent reading as a technique remained fairly stable at the high school level and showed a significant increase at the junior high school level. The IRLT figures for this category are 36% and 25% for junior highs and high schools respectively. My figures in the same order are 62% and 37.7%. This means that the majority of junior high school teachers now use this techniques often or more frequently.

The IRLT survey showed half the teachers at each level translate the entire textbook. My survey merely asks how frequently the teachers use English-Japanese translation. If we take only the category of always using this method as being roughly the same then the figures for my 1980-81 survey are 24% for junior high schools and 50.9% for high schools. This would indicate a dramatic reduction in this area for junior high schools and no change (51%) for high schools. If we combine figures for the three categories of often or more frequently then the figures for junior high become 80.7% and for high school use they become 95.2%. Both sets of figures confirm Koike's assertion that junior high school teachers use audio lingual techniques more than grammar-translation and that high school teachers still prefer the latter method.

Correspondence between my figures for question and answer in English and those of the 1975 IRLT survey is difficult to ascertain because the IRLT survey did not indicate whether they were asking about oral question and answer or written question and answer. The IRLT figures are 72% for junior high schools and 42% for high schools. For oral question and answer, my figures are 58% and 31.1% respectively. For written question and answer they are 51.4% and 28.3% respectively. These figures are significantly lower than the IRLT results in both areas. This indicates either teachers are using this method less than before or that the statistical comparison is flawed. Increasing the number of frequency categories to include those who said they sometimes use oral or written questions and answers gives us figures of 90% and 69.8% for the former and 88.1% and 77.4% for the latter. This would mean a significant increase in comparison with the 1975 survey. At this point it is probably best to conclude that the categories do not correspond.

Finally, let us compare the figures for oral memorization. Again the categories probably do

not correspond exactly. The IRLT figures are for 65% for junior highs and 44% for high schools. My figures are 76.7% for the former and 40.6% for the latter. This would indicate a slight increase in the use of this technique by junior high schools and a slight decrease by senior high schools. However, considering differences in the size of the samples and differences in the sampling procedures, it is probable that there have been no significant changes between the two surveys.

In conclusion, we can assert that there is increased use of audio-lingual techniques used to develop passive listening skills at both levels of secondary schools. Junior high schools, in fact, now give primacy to these techniques over grammar-translation. The use of techniques designed to develop productive skills either in speaking or writing, however, remain infrequent. In particular, techniques such as making speeches, writing a diary or performing plays which are useful in developing communicative competence are among the least used.

Use of Instructional Aids and Educational Technology

The data summarized in tables 4, 5, 7, 8, 9, 10 and 11 as well as in chart XXII allow us to compare the use of various types of instructional aids in 1975 and 1980-81. They also allow us to make some assertions about reasons for use or non-use.

Once again, it is necessary to be cautious in interpreting the data here as the IRLT survey in 1975 merely asked if the sample respondents were using a particular type of instructional aid whereas my survey asked them indicate one of five frequency categories. I have arbitrarily assumed that grouping my top three categories of often, usually and always will give me a more direct comparison with the IRLT results.

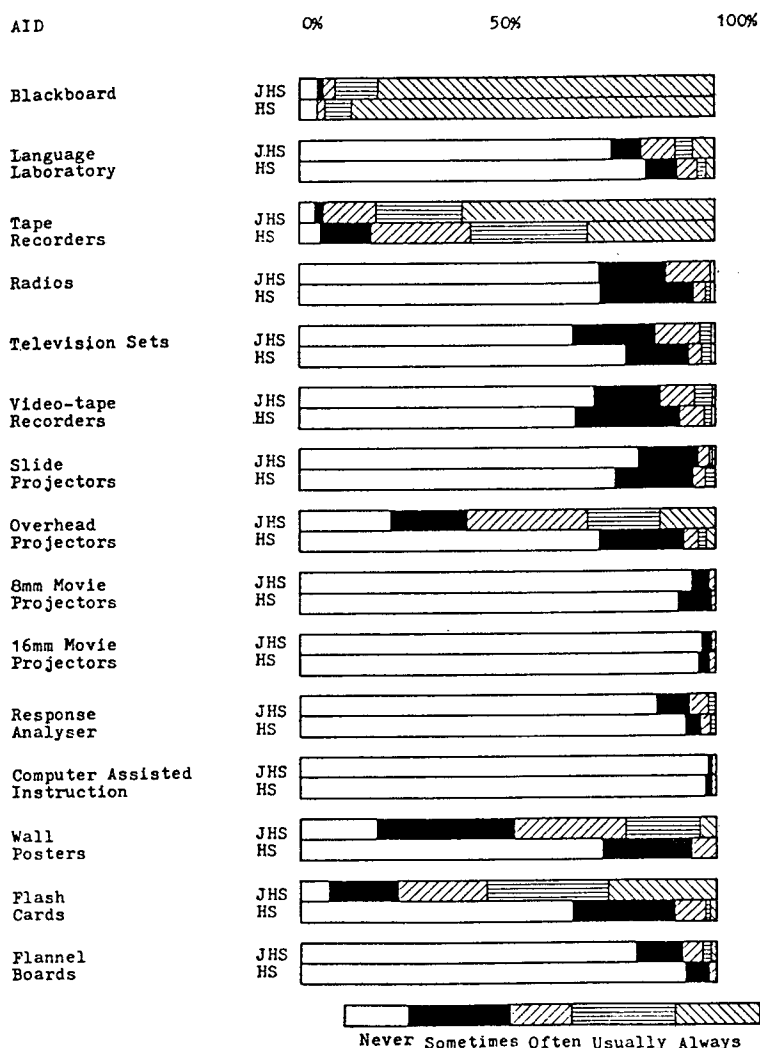
The IRLT survey distinguishes between the use of open reel tape recorders and cassette tape recorders. My survey does not. I have therefore combined the IRLT figures for the two categories and taken the average as an indicator of overall tape recorder use which I can compare with the results of my survey. Thus the IRLT figures become 34.5% for junior high schools and 69.5% for high schools. My figures are 94.7% and 83% respectively. This indicates a large increase in the use of tape recorders in the time since the IRLT survey was reported. It also indicates a reversal in the proportion of use with the junior high schools using tape recorders more than high schools. In fact, my results show that 61.3% of the junior high schools in the survey always use tape recorders in their English lessons.

My survey shows overhead projectors as the third most frequently used teaching aid. The IRLT survey shows it as the most frequently used of the aids they asked about. In both surveys junior high schools use this aid much more than high schools. The figures for junior high school (IRLT 53% and Bowers 59.9%) indicate no significant movement between the two surveys. However, my survey shows only 7.6% of the high schools as using this aid often or more frequently whereas the IRLT result was 23%.

I did not solicit information on the use of record players in my survey and thus cannot make a comparison with the IRLT results in this area. As for slide projectors and televisions my results in both areas are lower than for those in the IRLT report. In the former category my figures are 4.7% for junior high schools and 5.6% for high schools. The IRLT figures are 10% and 13% respectively. As for television my figures are junior high school 14.7% and high school 6.5%.

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CHART XXII Frequency With Which Instructional Aids Are Utilized



The IRLT data is 17% for the former category and 8% for the latter. Both surveys indicate a very low use rate for television in the English classroom though Akiyama [1977], Inokuchi [1981], Kato [1981a], Nukii [1981], Sekiya [1981] and Suzuki [1978] have all reported on its use in secondary level English classes. It is also interesting to note that equipment [Suzuki, 1978] and programs [Akiyama, 1977] are available and that my survey shows that teachers use television to improve their own language ability, but that even so the frequency of television use in the secondary English classroom remains very low.

My figures for the use of video tape recorders are also lower than the results given by the IRLT survey. My figures are 13.4% for junior high and 8.5% for high school. The 1975 IRLT survey shows 19% and 13% respectively. Suzuki [1978] in the data summarized in table 5 indicates that an average of 32.4% of the junior high schools and 58.55% of the high schools

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Table 5 Audio-visual equipment in schools as of May 1, 1977. The figures in the parentheses indicate the results obtained in the previous survey done in 1972.

	Elementary schools		Junior high schools		Senior high schools	
	Ratio of the schools which have the apparatus (%)	Average number of the apparatus in each school	Ratio of the schools which have the apparatus (%)	Average number of the apparatus in each school	Ratio of the schools which have the apparatus (%)	Average number of the apparatus in each school
16-mm. motion-picture projector	51.0 (46.6)	1.13 (1.10)	51.4 (44.7)	1.15 (1.10)	91.6 (87.2)	1.45 (1.21)
8-mm. motion-picture projector	77.3 (71.1)	1.20 (1.19)	78.2 (73.9)	1.25 (1.20)	81.5 (79.0)	1.67 (1.46)
Concept film projector	15.1 (6.7)	1.24 (1.22)	13.8 (6.9)	1.34 (1.10)	12.6 (11.6)	1.25 (1.24)
Slide projector	92.9 (95.0)	3.06 (2.35)	94.7 (93.8)	2.92 (2.25)	96.8 (96.6)	4.30 (3.31)
Overhead transparency projector	98.5 (86.4)	7.94 (2.20)	98.7 (96.7)	7.56 (2.42)	97.3 (93.2)	4.94 (2.83)
Opaque projector	35.1 (25.3)	1.08 (1.13)	38.0 (31.9)	1.15 (1.06)	32.1 (37.2)	1.18 (1.11)
Blank-and-white television receiver	70.9 (93.5)	11.01 (9.92)	61.5 (84.6)	4.65 (3.69)	70.2 (78.1)	3.14 (2.68)
Color television receiver	91.2 (30.8)	6.60 (1.84)	75.2 (18.9)	4.05 (1.61)	64.1 (25.4)	3.13 (1.53)
Black-and-white television camera	25.6	1.41	29.8	1.30	64.8	1.33
Color television camera	6.5	1.29	5.3	1.52	7.2	1.16
Black-and-white or color television camera	(12.9)	(1.46)	(15.1)	(1.28)	(50.2)	(1.21)
Black-and-white video tape recorder	22.6	1.32	31.7	1.50	67.9	1.52
Color video tape recorder	24.9	1.44	33.1	1.72	49.2	1.49
Black-and-white or color video tape recorder	(16.7)	(1.24)	(25.7)	(3.06)	(65.2)	(1.31)
Reel-to-reel tape recorder	76.5 (92.2)	2.31 (2.64)	78.3 (95.0)	3.00 (3.90)	86.7 (96.1)	4.85 (5.90)
Cassette tape recorder	92.2 (54.2)	3.76 (1.82)	92.7 (64.7)	5.45 (2.42)	91.5 (71.4)	8.42 (3.03)
Closed-circuit radio system	97.6 (93.9)	1.00 (1.00)	99.1 (87.2)	1.00 (1.00)	97.4 (91.8)	1.00 (1.00)
Closed-circuit television system	22.6 (10.5)	1.00 (1.00)	14.9 (6.6)	1.00 (1.00)	4.9 (4.3)	1.00 (1.00)
Sheet recorder	15.3 (14.7)	6.59 (4.07)	17.4 (22.7)	10.48 (7.97)	9.7 (16.0)	5.10 (4.30)
Record playing back system	91.7	4.45	91.4	3.25	86.3	3.51
Response analyzer	7.5 (3.7)	1.28 (1.00)	15.9 (8.9)	1.36 (1.00)	12.0 (5.0)	1.40 (1.00)
Language laboratory	0.6 (0.5)	1.00 (1.00)	11.4 (7.8)	1.07 (1.00)	15.2 (7.7)	1.01 (1.00)
Music laboratory	0.3	1.00	0.5	1.00	0.0	0.00

Data from Suzuki [1978, 574].

Table 8 Number of Schools with LL's
in 1975

	Junior High School	High School
Yes	20%	22%
No	80%	78%

Data from Kumabe 1976.

Table 4 Frequency of Use of Instructional Aids

AID \ FREQUENCY	JUNIOR HIGH SCHOOL					HIGH SCHOOL				
	1	2	3	4	5	1	2	3	4	5
Blackboard	3.3	1.3	2.7	10.0	82.7	3.8	0	1.9	6.6	87.7
Language Laboratory	74.7	7.3	8.0	4.0	6.0	83.0	7.5	4.7	1.9	2.8
Tape Recorders	3.3	2.0	12.7	20.7	61.3	4.7	12.3	23.6	28.3	31.1
Radio	72.0	16.0	10.7	0	1.3	72.6	22.6	2.8	0.9	0.9
Television	65.3	20.0	10.7	3.3	0.7	78.3	15.1	2.8	2.8	0.9
Video-tape Recorder	70.7	16.0	8.0	4.7	0.7	66.0	25.5	5.7	1.9	0.9
Slide Projector	80.7	14.7	2.7	1.3	0.7	75.5	18.9	2.8	2.8	0
Overhead Projector	21.3	18.7	29.3	17.3	13.3	71.7	20.8	3.8	1.9	1.9
8mm Movies	94.0	4.0	2.0	0	0	90.6	8.5	0.9	0	0
16mm Movies	96.0	3.3	0.7	0	0	95.3	2.8	1.9	0	0
Response Analyser	85.3	8.0	4.7	2.0	0	92.5	3.8	2.8	0.9	0
Computer Assisted Instruction	98.7	0.7	0.7	0	0	97.2	1.9	0.9	0	0
Wall Posters	18.0	33.3	26.7	18.0	4.0	72.6	21.7	5.7	0	0
Flash Cards	6.7	16.7	21.3	29.3	26.0	65.1	24.5	7.5	0.9	1.9
Flannel Board	80.7	11.3	4.7	2.0	1.3	92.5	5.7	1.9	0	0

1=NEVER 2=SOMETIMES 3=OFTEN 4=USUALLY 5=ALWAYS

Table 7 1975 Survey of Use of Instructional Aids*

Instructional Aid	Junior High School	High School
Open Reel Tape Recorder	27%	57%
Cassett Tape Recorder	42%	82%
Overhead Projector	53%	23%
Record Player	24%	32%
Slide Projector	10%	13%
Television	17%	8%
Video Tape Recorder	19%	13%
Motion Picture Projector	4%	5%
Other	4%	2%

*Translated from Kumabe 1976.

have video tape recorders. Evidently some other factor must be contributing to their infrequent use. Preliminary interviews in my present research indicate that lack of adequate software, insufficient technical knowledge and doubts as to its pedagogical usefulness are the main reasons for infrequent use.

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Table 9 Number of Schools with Analysers
in 1975

	Junior High School	High School
Yes	28%	15%
No	72%	85%

Data from Kumabe 1976.

Table 10 Frequency of Use of LL's in 1975

Frequency	Junior High School	High School
Usually	18%	32%
Often	49%	21%
Seldom	33%	46%

Data from Kumabe 1976.

Table 11 Reasons for not using LL's in 1975.

	Junior High School	High School
No time available to use it.	43%	25%
Doesn't help the students	5%	8%
Don't know how to use it	5%	8%
Other reasons (no assistants, insufficient capacity, equipment out of order, etc.)	48%	58%

Data from Kumabe 1976.

Finally, combining data for 8 mm movie projectors and 16 mm movie projectors I find that only 2.7 of the junior high school respondents use this type of equipment for English classes and only 2.8% of the high school respondents. The IRLT survey does not distinguish between the two types of projectors and their results are 4% and 5% respectively. Suzuki's data in table 5, however, shows that 78.2% of the junior highs and 81.5% of the high schools have 8 mm projectors and 51.4% of the junior highs and 91.6% of the high schools have 16 mm projectors. This is apparently a case where it is software or pedagogical barriers rather than lack of equipment that is contributing to a low frequency of use.

Turning now to language laboratories, table 5 shows that in 1977 11.4% of the junior high schools were equipped with LL's and 15.2% of the high schools. The 1975 IRLT survey reported that 20% of their junior high school respondents and 22% of their high school respondents had LL's. If I assume that all the schools in my survey that have LL's use them at least sometimes then 25.3% of the junior high school respondents to my 1980-81 survey have LL's and 16.9% of the high schools have them.

Table 11. compares the use of LL's in the IRLT survey with the data from my table 4. My figures indicate that both junior high schools and high school which have LL's use them far less frequently than the IRLT survey does. In the categories of seldom, often and usually my figures for junior high schools are 7.3%, 8% and 4% respectively while those for the IRLT

survey are 33%, 49% and 18%. For high schools my figures are 7.5%, 4.7% and 1.9% while those of the IRLT report are 46%, 21% and 32%. Clarification of this discrepancy requires more research and further analysis. However, both surveys indicate a low level of LL use. Table 11. from the IRLT report summarizes reasons for non-use and indicate that scheduling problems and operational problems are the chief reasons for non-use.

In summary then it appears that at both the junior high school and high school levels the tape recorder has become a common classroom tool second only to the blackboard. Junior high school teachers also make extensive use of the overhead projector although their high school colleagues do not. This is a puzzle since this item is one of the few technical devices that is very useful in teaching translation. All other technical aids are still used very infrequently at both levels even when as in the case of radios, televisions, movie projectors and video tape recorders they are widely available. The same can be said of language laboratories even when they are available.

Conclusion

The majority of junior high school English teachers now employ audiolingual teaching techniques in their classes and a very significant number of high school teachers do so as well. However, grammar-translation is still used by a bare majority of high school teachers.

Educational technology has come to the secondary classroom in the form of tape recorders and overhead projectors, but junior high teachers use them more than do high school teachers. Other types of technological aids are still in infrequent use. Language laboratories, in particular, are still a rarity and often not used even when they are available.

English teaching at the junior high school level has clearly moved to emphasize at least the passive oral skills and reform is apparent in the high schools as well. More reforms have been and are being undertaken than many critics and the public at large are aware of. However, it seems that it will still be some time before even the begin to bear fruit on a widespread scale and the reforms become fully implemented.

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